

Present: John Allred, Joe Baker, John Belk, Carlos Bertoglio, Clint Broadbent, Anne Diekema, Lindsay Fullerton, Jordan Henson, Katya Konkle, Johnny MacLean, Krystal McCoy, Julie Pynn, James Sage, Nathan Werner

Not Present: Randy Johnson, Matt Ogburn

- I. Approval of Minutes from April 1, 2019
 - A. Approved by general consent
- II. Announcements
 - A. Welcome and Introduction (and access to Google Drive and Canvas)
 1. Introduction of committee members.
 2. The back of the agenda has the most updated list of committee members and the 2019-2020 meeting schedule.
 3. We have a Google Drive folder and Canvas shell. Google is updated most often but we will try to get Canvas updated as regularly. If a committee member hasn't received an invite to the Google Drive folder, email Johnny MacLean.
 - B. Introduction of Krystal McCoy as Co-Chair
 1. Interim Provost Eves recommended having more of a faculty voice on the General Education Committee leadership. Johnny asked Krystal McCoy to co-chair the committee.
 2. SUU has some commitments around the state with the General Education Task Force that Johnny and James Sage serve on; Krystal will be invited to attend/participate as well.
 3. Krystal will take a more faculty-centered approach, and Johnny will be more institutional-centered.
 - C. Conferences
 1. The GEC typically funds some members to go to a couple of conferences each year.
 2. [What is an Educated Person?](#) - November 7-8, Little America Hotel, SLC
 - a) Especially encourage new GEC members or people who have never gone before to go because it gives a good perspective on the state's direction on General Education. GE in the state is governed by USHE policy R470.
 3. [AAC&U Conference on General Education, Pedagogy, and Assessment](#) - February 20-22, Jacksonville, Florida
 - a) Typically send 2-3 people to this conference.
 - b) Krystal has some additional ideas of different conferences to get different perspectives; could be a good idea to investigate some other conferences instead of attending this one.
 - c) SUU is trying to make GE more student-centric; one potential conference is on Diversity, Equity, & Student Success in New Orleans in March 2020.
 - d) During this year's new student orientation, Krystal staffed a booth to talk to students about General Education and found that students don't know what the purpose of GE is.
 - e) Johnny is wondering if faculty know/agree on what GE is about and if they know about the pressures that are on GE at SUU and state-/nationwide.
 - One pressure is coming from students and parents (in turn legislators) that GE has become irrelevant and is something to "get through as quick as possible." Also that GE at the university level may be devalued and that high school students can get through their GE program through CE, AP, etc.
 - President Wyatt wants to innovate SUU's GE approach.

- f) How can SUU innovate GE so that it has relevance and has a common focus that faculty know; also so students understand why GE courses will help

- them succeed and parents/legislators understand why GE is relevant
- g) One thought is “Why can’t GE be the place where SUU tackles very complicated problems and prepare students to become the problem solvers for things like climate change, social justice, political gridlock, etc.?”
4. If interested in attending either conference, let Johnny and/or Krystal know.
- D. GE Learning Community – BridGE
1. This learning community is part of a synergy effort that came out of last year’s AAC&U conference ideas. Provided through CETL.
 2. It focuses on how to make GE relevant and conducive to student success. GE courses don’t need to be hermetically sealed off from the rest of the student’s experiences.
 - a) Learning Community will have participants create assignments that prepare them for future assignments that they might receive in major courses.
 3. Offered every other week in HCC Shooting Star from 2:30-3:45 PM; can either sign up through CETL or show up.
 - a) First session is Tuesday, September 17.
 - b) Second session will talk about synergy effort across the campus.
 - c) Third session will talk about continual improvement and assessment in GE.
 - d) Fourth session will have participants talk about/reflect on their own BridGE lesson and deliverables.
 4. Krystal will send reminder emails out before each session. Currently 7 people are registered.
- E. Goals for Fall 2019
1. Curriculum Management Work Group
 - a) Looks at learning outcomes and see if courses are meeting those
 - b) Also establishes a way for courses to receive/remove/modify GE designation
 - c) Work Group completed a full three-year review cycle last year and will be starting again
 - d) Expectation is to meet once a month and report to the full GEC so any proposals for GE designation can be voted on
 2. Continual Improvement Work Group
 - a) Combination of previous two Work Groups, Assessment and Resources
 - b) Purpose is to look for ways to improve GE at SUU, such as:
 - Taking assessment data and figuring out what to do with it
 - Recommending how many new faculty members may be needed to accommodate new GE course sections, based on enrollment growth and projections
 - Tackle GE relevancy questions
 - SynerGE plan
 - c) Also expected to meet once a month and report back
- III. Discussion Items
- A. Establish Work Group membership
1. Curriculum Management: John Allred, Randy Johnson, Joe Baker, Nathan Werner, Lindsay Fullerton, Patrick Clarke, Katya Konkle
 2. Continual Improvement: Julie Pynn, John Belk, Jordan Henson, Carlos Bertoglio, Clint Broadbent, Anne Diekema, Matt Ogburn
- B. SynerGE
1. GEC members met with Student Success Advisors for a working lunch in March 2019, as well as met with them at their retreat in June 2019. She is working through the qualitative data she gathered from their input. Their input is invaluable because advisors may be the only people on campus who have a chance to sit down and explain the value of the GE program to students.
 2. Krystal is looking to establish ways to meet with students to get their feedback and

- perspectives on GE.
- a) Would love to have an open forum this semester
- 3. Starting faculty effort with the BridGE workshop series
- 4. Looking for input and ideas to help with the effort
 - a) Maybe reach out to alumni?
 - b) President Wyatt wants GE to be condensed and more meaningful; how can this be accomplished?
 - c) Reach out to staff? (Center for Diversity & Inclusion, etc.)
 - d) There is a potential threat to GE in general; we need to improve the program and awareness of the program
 - e) SUUSA has weekly Senate meetings on Tuesdays at 11:30 AM in Sterling Church Auditorium. Jordan can put the GEC on agenda to get feedback.
 - f) What is the messaging? Can we use Enrollment Management communication? There is no dedicated person to talk about GE at recruiting events, and we need a representative to frame GE appropriately.
 - g) Utilize staff at the Career Center and their connections to employers.
 - h) Help students and faculty understand the connections between GE courses and future major courses. Other institutions “flag” GE courses that show connections.
- 5. Overall, there is a low percentage of graduates who get a job in a field related to their major. It’s important to remember that SUU is providing more than technical job training and that the jobs of tomorrow don’t exist today. GE is essential to providing those foundational skills.
 - a) Emerging adulthood literature shows they have “gig to gig” type of jobs, with an average of 10 jobs within 5 years. People need to be adaptable, resilient, and innovative.
- 6. Continuous Improvement Work Group will be tasked to follow through with SynerGE efforts.
- C. American Academy of Innovation (AAI)
 - 1. James Sage met with faculty and administrators from American Academy of Innovation (in South Jordan, UT), a public charter school that is has a project-based curriculum. The school has approximately 400-450 students in 6th to 12th grades. They adopted a competency-based education (CBE) approach about one year ago.
 - 2. James would like to explore a way for their high school students to come to SUU and receive college credit for their CBE learning.
 - 3. Utah legislature has mandated that USHE institutions grant CBE high school students credit for their work, but it is still in the hands of faculty on how it is done.
 - 4. It’s important to keep AAI and other opportunities (perhaps with Cedar City’s new Launch High School) on our radar regarding CBE.
- IV. Future Agenda Items
 - A. Competency-based education exploration
 - B. Future of SUU 1000/3000 and the Integrative Knowledge Knowledge Area
 - C. Email Johnny or Krystal if anything else comes up.
- V. Adjourned at 5:26 PM

Present: John Allred, Joe Baker, John Belk, Carlos Bertoglio, Clint Broadbent, Patrick Clarke, Anne Diekema, Jordan Henson, Randy Johnson, Katya Konkle, Johnny MacLean, Krystal McCoy, Julie Pynn, James Sage, Nathan Werner and Alison Adams

- I. Approval of minutes from September 16, 2019
 - A. Approved

- II. Announcements
 - A. Conferences
 1. *What is an Educated Person?* Conference November 7-8, Little America Hotel, SLC
 - a) Overview of attendees.
 - b) Two students are attending and will be participating on a panel.
 2. AAC&U Conference
 - a) Typically attend GE Pedagogy and Assessment Conference
 - b) Considering attending a different conference: Diversity, Equity, and Student Success
 - c) If you'd like to attend let Johnny or Krystal know, as well as which conference you think is most beneficial.

- III. Discussion
 - A. Work Group Updates
 1. Curriculum Management
 - a) Had their first meeting and went over the workflow for the group.
 - b) Department Chairs have been emailed with a list of courses that will be reviewed this semester.
 - i. Made some minor changes to the survey form. Added some explanation boxes beneath a few of the "yes/no" prompts.
 - ii. Also included in the email a summary of the recommendations the committee made three years ago during the last review process. Asked how the questions were addressed.
 - c) The work group will meet monthly, on the Monday two weeks before the GE meeting.
 2. Continual Improvement
 - a) Met to go over the charge of the group and developed an action plan for the next meeting.
 - i. Will do things such as meet with SUUSA, make suggestions for website changes, create suggested GE tracks based on interest and major, and getting data from institutional research.
 - b) The work group will meet monthly, the week before the GE meeting.
 - B. 6-Credit Integrated GE – Update from Laura Walker and Sam Wells – SUU 2250 Exploring Humanities through Nature
 1. It's going well and they worked with a publisher to custom build a text for the course as it was difficult to find exactly what they were looking for. They hand selected readings and the publisher combined them into a book.
 2. Course is focused on nature and bringing it together through Biology and Literature.

3. Questions
 - a) Did you have to recruit students?
 - i. Advising did a lot of this work.
 - ii. Course filled up – 35 students
 - b) How has it impacted or engaged you as a teacher?
 - i. Helping with the teaching of content to non-majors.
 - c) Challenges?
 - i. Time for collaboration
 - ii. Grading from the standpoint of a Humanities professor instead of a Biology professor.
 - d) How do you split the grading?
 - i. Split between types of assignments, attendance, and a field journal - students have weekly assignments for Biology and English
 - ii. Quizzes and exams are graded by both
 - e) Do you think the course is better serving students in regard to ELO's?
 - i. Yes
 - f) Do you take the class off campus at all?
 - i. Yes, they've been to SUMA and the Mountain Center. They also use class time to do activities outside.
 4. FYI - New SUU 22XX Courses – Will use a new form in Curriculog – form 10. Approval process will be originator and then to the GE Committee.
 - a) Committee will get emails if there's a proposal.
 5. Overview of Integrated GE courses for new members.
- C. Language GE Courses
1. SUU has a few language courses in the Humanities Knowledge Area of the GE Program. The only USHE schools that have languages as GE are UVU and Snow.
 2. The question is: Do we want to be in alignment with Snow/UVU or the rest of USHE?
 3. The Deans will have a conversation about it at the next small group Deans' Council. The GE Committee should make a recommendation.
 4. What are the pros and cons of keeping language courses in the program and vice versa?
 - a) Do we know how many students take language courses just for GE, not for a minor or BA requirements?
 - i. How many students take language for GE and don't take other humanities courses?
 - ii. Would have to also look at students who completed test credit instead of taking the courses.
 - iii. John Allred will pull the data to discuss later.
 - b) Some students use language for BA and GE classes. This change would decrease their free electives.
 - c) Might impact Concurrent Enrollment students that are currently taking language courses and would increase number of credits they need.
 - i. To offer courses as Concurrent Enrollment courses must be part of a major or part of GE. Would it affect our ability to offer?
 - d) Does it affect transferability between USHE Schools?

- i. USHE policy requires we honor GE credits from the school from which a student is transferring.
 - e) Snow and UVU only have intermediate or beginning II classes, no 1010 courses. Do these courses better meet learning outcomes than a beginning course?
 - f) Are these courses meeting the learning outcomes for the Humanities Knowledge Area?
 - g) If we remove 1010 courses and only count higher level language courses, are we creating issues with hidden pre-reqs?
 - i. Many students come with language experience and can test in.
 - ii. Many other options to fulfill the Knowledge Area.
 - h) Discussion on how language classes could meet the learning outcomes.
 - i. The act of communicating in a different language opens up many of these outcomes.
 - i) Motion to recommend to Provost/Deans' Council to keep language GE by Joe Baker second by Julie Pynn.
 - i. Do we need to pull the data before making a recommendation?
 - ii. Withdrawn to collect more information.
- D. SUU Recruiting/Marketing
 - 1. Hoping to create a GE video.
 - 2. Would like to have students talk about the value
- E. Integrated Learning Knowledge Area, SUU 1000, and the 28-credit issue
 - 1. CSIS 1000 was removed from the GE program last year, so the Integrated Learning Knowledge Area now only requires INFO 1010 (1 credit) as SUU 1000 is also being removed.
 - 2. INFO 1010 is a co-req with ENGL 1010 – should it be moved to the Written Communication Core area?
 - a) Con – would no longer have the Integrated Learning KA if we needed it for another course in the future.
 - b) Will moving the course impact our compliance with USHE rules?
 - 3. These decisions brought our minimum number of credits to 28, policy is that a student needs 30 GE credits.
 - 4. Two issues:
 - a) KA with only 1 credit that is already co-req in a different area
 - b) A student could get through all GE core and KA and not complete GE minimum requirement.
 - 5. 28 credit issues – Provost's advice is to wait.
 - 6. Will continue discussion next month.
- IV. Future Agenda Items
 - A. LDS Business College has sent their curriculum to use to see if any of their GE courses meet our requirements to transfer their Associate Degree.
 - 1. They have made some changes to degree requirements and are wondering if they are enough to meet our GE requirements.
 - 2. The Curriculum Management workgroup will look it over and bring it to the committee with a summary next month.
- V. Meeting adjourned 5:26 pm

GENERAL EDUCATION (GE) MISSION: Provide broad subject-area knowledge and learning skills that are foundational for achieving engaged, personalized and rigorous learning that transcends and complements a student's major.

GE COMMITTEE SCOPE: Provide quality and oversight of all of the GE courses offered at SUU, and it is expected to ensure compliance with state-mandated policies on GE and alignment with SUU's strategic and academic plans.

GE COMMITTEE RESPONSIBILITIES*

1. Work with faculty, staff, and students to ensure SUU offers and maintains a comprehensive, assessable, and dynamic GE program that meets the agreed upon institutional learning outcomes and goals.
2. Develop and coordinate the GE Committee's operation in cooperation with the University Undergraduate Curriculum Committee (UUCC).
3. Provide oversight of the GE courses offered at SUU.
4. Work with the Center of Excellence for Teaching & Learning (CETL) to help support faculty teaching effectiveness in GE courses.

*See SUU [Policy 6.8.3](#) for additional details about the GE Committee.

DATE: November 11, 2019

Present: Joe Baker, John Belk, Carlos Bertoglio, Patrick Clarke, Anne Diekema, Lindsay Fullerton, Johnny MacLean, Krystal McCoy, James Sage, and Nathan Werner

I. Call to Order

II. Approval of Minutes

- A. Approved

III. Announcements

A. Conference

1. [AAC&U Conference on General Education, Pedagogy, and Assessment](#) - February 20-22, Jacksonville, Florida (or a different conference)
2. Perhaps the [AAC&U Conference on Diversity, Equity, and Student Success](#) on March 19-21, in New Orleans would be more appropriate, especially given what we learned at the *What is an Educated Person?* Conference (see below). Randy, Julie, and Carlos are interested in this conference. We likely have funding to send four individuals.

IV. Discussion Items

A. Review of the *What is an Educated Person?* Conference (All who attended)

1. Drew Koch presented data from "gateway" (basically GE) courses across the country that indicate a systemic issue in higher education, and perhaps K-12 education, that leads to demographic differences in student success.
2. SUU's GE data, disaggregated by race/ethnicity, show similar patterns as the national data. Certain demographics (primarily marginalized identities) have substantially higher DFW rates than others.
3. Our ENGL 2010-INFO 1010 integration has been successful in addressing the issue at SUU.
4. Our GE program is clearly Euro-centric and United States-centric.
5. We will provide more data and other resources to the GE Committee related to the conference.
6. Alison is compiling similar data disaggregated according to demographics from SUU's GE courses.
7. Other universities have had some success in addressing the issues, but there is not a silver bullet. SUU will need to find solutions that work for us.
8. Academic Affairs has the responsibility and authority over curriculum and pedagogy. We will consider how to improve both to address these concerns.

- B. Work Group Updates
 - 1. Curriculum Management (Nathan Werner)
 - a) SUU 2250 review
 - b) LDS Business College - AS Degree Transferability - ACTION ITEM
 - (1) Unanimously approved. Julie made the motion. Anne seconded. The LDS Business College's AS degree will transfer to SUU and will satisfy SUU's GE requirement.
 - 2. Continual Improvement (Anne Diekema)
 - a) SUU recruitment/marketing faculty and student videos
 - (1) Undeclared students change majors most often, and at higher rates during their second semester.
 - (2) We need to begin looking at DFW rates.
 - (3) We will begin developing student videos and professor videos about the GE curriculum.
 - b) GE suggested tracks
 - c) SUUSA update
- C. 6-Credit Integrated GE: New proposal for SUU 2220 LS & FA
- D. Math 4 credit change
 - 1. We request that Katya give a custom routing to curriculum changes involving credit changes in GE courses so that the GE Committee can review.
 - 2. We'll keep the statement in the Catalog that students who finish the Knowledge/Core Area requirements with only 28 credits will still need to take at least 2 more credits.
- V. **Additional Item - Prior Learning Assessment Task Force (James)**
 - A. Regents have commissioned a statewide task force. James Sage and John Allred are on it. James is forming a campus committee to recommend policies, direction forward, etc.
 - B. James is looking for a representative from the GE Committee to serve on SUU's committee. There will likely be monthly meetings with a small amount of work between meetings.
 - C. We will select a GE representative at the next GE Committee meeting, which is December 2.
- VI. **Additional Item - Languages in Humanities**
 - A. The GE Committee agree that the languages courses are a valuable part of the GE Committee.
- VII. **Future Agenda Items**
 - A. Donuts with Students - Krystal and Johnny presented to SUUSA about GE. The Senators were wonderful. They gave us great feedback, and it prompted us to plan a panel for students about GE. We're also planning to make short "snackable" videos about GE courses as sort of "elevator pitches." These videos could align with the SUU Orientation modules.
 - B. Randy invited us to the Advisors Team Meeting to present about GE. They occur every other Thursday.
- VIII. **Adjourn**
 - A. Adjourned at 5:15pm.

Information Items:

Committee Members

Name	Representing	Voting Member	Term Ends
Johnny MacLean	Co-Chair	Only if tie	Ongoing
Krystal McCoy	Co-Chair, College of Performing & Visual Arts	Yes	Spring 2020
Anne Diekema	Library	Yes	Spring 2021
Joe Baker	School of Business	Yes	Spring 2022
Julie Pynn & John Belk	College of Humanities & Social Sciences	Yes	2022 and 2021
Clint Broadbent	College of Education & Human Development	Yes	Spring 2022
Nathan Werner & Matt Ogburn	College of Science & Engineering	Yes	Spring 2022
John Allred	Registrar	No	Ongoing
Jordan Henson	SUUSA Representative	No	Spring 2020
Randy Johnson	Academic Advising	No	Spring 2021
Carlos Bertoglio	Faculty Senate	No	Spring 2020
James Sage	Provost's Office	No	Ongoing
Katya Konkle	Provost's Office	No	Ongoing
Lindsay Fullerton	Concurrent Enrollment	No	Ongoing
Patrick Clarke	College of Aerospace Sciences & Technology	Yes	Spring 2022

2019-2020 Meeting Schedule

All on Mondays from 4:00pm to 5:30pm in BU 113.

Fall Semester	Spring Semester
September 16	January 13
October 14	February 10
November 11	March 9
December 2	April 13

NOTE: Meetings of the subcommittee work groups to be determined by the subcommittees.

Curriculum Management Review Cycle

Semester	Core/Knowledge Areas
Fall 2019	Written Communication, American Institutions, Quantitative Literacy, and Integrated Learning (Information Literacy and Digital Literacy)
Spring 2020	Humanities
Fall 2020	Life Science
Spring 2021	Physical Science
Fall 2021	Social & Behavioral Science
Spring 2022	Fine Arts and assess Curriculum Management and Assessment Strategies

Shared Google Drive:

- Root folder: <https://drive.google.com/open?id=0B0WaVpEGNXcnbDIMbU8zZE9GYkk>
- Sub-folders included for each GE workgroup, as well as other resource materials.
 - Improving GE Work Group:
<https://drive.google.com/drive/folders/1-FDASME14PrKhukG8RuQbfRUPbGtUvFQ?usp=sharing>
 - GE Curriculum Management:
<https://drive.google.com/open?id=0B0WaVpEGNXcnaEJ6ajM2ZWFZd00>

NWCCU Accreditation Standards Related to General Education and Assessment:

1. *Learning Outcomes* (see NWCCU Standard 2.C.10):
 - a. The General Education components of SUU's baccalaureate degree programs and transfer associate degree programs have identifiable and assessable learning outcomes.
 - b. The GE learning outcomes are stated in relation to the institution's mission and learning outcomes for SUU's baccalaureate degree programs and transfer associate degree programs.
2. *Assessment of Student Learning* (see NWCCU Standard 4.A.3):
 - a. SUU has an effective, regular, and comprehensive system of assessment of student achievement of the GE learning outcomes.
 - b. SUU demonstrates that students who complete the GE program wherever offered and however delivered achieve the identified GE learning outcomes.
 - c. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified GE learning outcomes.
3. *Use of Assessment Results* (see NWCCU Standard 4.B.2):

- a. SUU uses the results of its assessment of student learning related to the GE learning outcomes to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements of the GE learning outcomes.
- b. Results of student learning assessments related to the GE learning outcomes are made available to appropriate constituencies in a timely manner.

Present: John Allred, John Belk, Carlos Bertoglio, Patrick Clarke, Anne Diekema, Lindsay Fullerton, Randy Johnson, Johnny MacLean, Krystal McCoy, Julie Pynn, James Sage, Nathan Werner, and Alison Adams

- I. Approval of Minutes
 - A. Approved with revisions

- II. Announcements
 - A. Fall semester accomplishments
 1. Continual Approval work group, everything is in progress.
 - a) Will drop a few things, from the overall list, and will keep working on:
 - i) GE Videos – begin filming in January. Seven videos total, one per college.
 - ii) Faculty Fellow proposal
 - iii) DFW rates
 2. Madi Maynard from student services, creating orientation videos. Including GE as a major part of the project.
 - B. Curriculum work group
 1. Has looked over syllabi for curriculum review
 - a) Written communication, Quantitative Literacy, American Institutions, Integrated Learning.
 - b) Reviewed survey responses
 - c) Will finalize report for review by the committee
 2. Reviewing General Catalog entries for GE for yearly catalog updates.
 3. Next semester reviewing Humanities courses.
 - a) Will send email out to department chair early next semester.
 - C. AAC&U Conference
 1. Randy, Carlos, Julie and Krystal are attending the Diversity, Equity & Student Success Conference in March.
 - D. GE Learning Community & Curriculum Innovation Grant
 1. Led a GE Learning Community in partnership with the CETL
 - a) Included bridge lesson plans – how to connect classes and content to larger GE world.
 2. Have been offered an opportunity in Spring to have a second learning community. Will focus on student success.
 - a) Learning Community will involve students.
 - b) Will share DFW information
 - c) Let Krystal know if you'd like to participate in leading the Learning Community. Mondays at 10 am for 4 sessions.
 - i) Welcome to join as a participant as well.
 - ii) Extend personal invitations
 - iii) Consider inviting ACES, Advisors, and CDI
 3. The committee has also been given a track through the Curriculum Innovation Grant program.
 - a) The CIG program focuses on mindful repurposing of curriculum.
 - b) GE Committee will run the Globalization track

III. Discussion Items

A. Work group updates

1. Curriculum Management will review new SUU 2250 topic request.
2. Continual Improvement Videos – OTL is in the process of hiring a 4 person multimedia team, will likely have capacity to help with these videos early in their tenure.
 - a) Discussion on possibilities of website – look at a more student friendly layout.

B. DFW Rates

1. Despite small sample sizes, percentages mirror national average
2. Typically, the white/Caucasian percentages are half of the others.
3. Can we ask students what their concerns are?
 - a) Especially in GE related classes
4. Is there an action item that comes out of this?
 - a) As faculty encourage other faculty to look at the dashboard data
 - i) Open conversations with colleagues
5. *At risk students don't do optional.* Little things can make a difference, ex. ENGL 1010 building more writing time into class. Builds in peer support and faculty support.
6. Do we as a committee feel compelled to act?
 - a) Build into upcoming PD opportunities
 - b) Go directly to department chairs
 - c) This is the safest place for our students to be, they have large support systems here.
 - d) Bri Kramer – Teaches social justice, might be a good support.
 - e) Not just pedagogy, things like placement procedures can make a difference.
 - f) Andrew Koch, didn't just focus on ethnicity. First generation, gender, etc. Other measurements would be helpful.
 - i) Case studies – Took different sections of the same course and created on syllabi from which they all taught.
 - g) What is the GE Committee asking faculty to do? We have to be clear.
 - h) CETL – Inclusive teaching – clear evidence based pedagogy. Data provides motivation to revisit pedagogy and curriculum, etc.
 - i) Changes/improvements benefit everyone.
 - j) Share data and invite to upcoming PD opportunities.
 - k) Separate between F2F and Online
 - i) Address before expansion
 - l) Audiences – Dean's Council, Faculty Senate
 - m) Continue to talk about, think about it over the break, is this is what and how we want to communicate, these are the changes we want to advocate with, these are our potential partners.
 - i) GE Canvas shell

IV. Future Agenda Items

- A. Schedule Student meeting for Spring semester

- B. Advisors luncheon March 2020 – Would like to talk to Advisors about GE tracks/suggestions.
- V. Meeting Adjourned – 5:02 pm

Present: John Allred, John Belk, Rachel Bolus, Clint Broadbent, Anne Diekema Lindsay Fullerton, Jordan Henson, Randy Johnson, Katya Konkle, Johnny MacLean, Krystal McCoy, Julie Pynn, Nathan Werner, and Alison Adams

- I. Approval of Minutes from December 2, 2019
 - A. Approved

- II. Announcements
 - A. Welcome to Rachel Bolus
 1. New Faculty Senate representative
 - B. AAC&U Conference
 1. Diversity, Equity, & Student Success: March 19 – 21, 2020
 2. Carlos Bertoglio still attending, as he is supporting the CIG Global Diversity in GE and Beyond program.
 - C. GE Learning Community for Student Success
 1. Everyone is invited to attend and contribute.
 2. Focusing on diversity and equity in GE.
 3. If you know of colleagues teaching GE courses that might have students who can help inform the learning community please let Krystal or John B. know.
 - D. GE Student Doughnut Time
 1. Update on plans for the event.
 - E. Curriculum Innovation Grant Partnership - Global Diversity in GE and Beyond
 1. This track will focus on content, how we can increase the globalization of the content.
 2. If you want to be involved or know someone who should be involved let Krystal know.
 - F. GE Achievement Disparities: A Campus Conversation
 1. Visiting with interested department chairs
 2. Keeping a list of faculty members who are interested and will schedule a forum to discuss

- III. Discussion Items
 - A. Person Finance Course & Quantitative Literacy – Mary Pearson
 1. Personal finance is currently in the Social and Behavioral Sciences Knowledge Area.
 2. Could the course be altered to meet the Quantitative Literacy requirement?
 3. Mary Pearson, Dean of the School of Business, presented background on the idea.
 - a) Personal Finance seems to fit better with the learning objectives of quantitative literacy rather than those of Social and Behavioral Sciences.
 - b) PF currently covers many topics such as calculating net worth, analyzing financial decisions, calculating interest rates, future and present value tables, and analyzing and interpreting financial data.
 - c) *Proposal*
 - i. Determine if this is a course that could possibly be moved to the Quantitative Literacy Knowledge Area.

d) *Discussion*

- i. Currently have a shortage of seats in Quantitative Literacy seats and don't have that issue in Social and Behavioral Sciences. This change could help alleviate the stress on QL.
- ii. Are the business faculty teaching Personal Finance qualified, pedagogically speaking, to teach Quantitative Literacy?
- iii. A QL course that isn't MATH will fill up instantly.
- iv. Weber State University has some interdisciplinary courses that incorporate QL with other knowledge areas.
- v. Other USHE institutions would have to accept our decision to offer the credit as GE.
- vi. This kind of class answers the "When am I going to use this?" question.
- vii. What gives our students the best chance for success here and in their lives?

e) *Action*

- i. Move forward with getting a proposal from the School of Business.
- ii. Johnny and Krystal will coordinate meeting with Dean Hall and Dean Pearson.
- iii. Encourage collaboration.

B. POLS 1100

1. The Department of Criminal Justice and Political Science has requested that POLS 1100 only be an American Institutions Course instead of also meeting Social and Behavioral Science.
2. Justification provided was they already have other POLS classes in Social and Behavioral Science.
3. Disadvantages Concurrent Enrollment students as POLS 1100 and HIST 1700 align well with High School curriculum.

C. APEX

1. There is a one credit course currently offered for APEX attendance.
2. This course could potentially make a good GE addition
3. The idea would be to create a separate course that is graded with additional GE specific assignments and pull it into the Humanities Knowledge area.
 - a) Most students don't need an additional humanities credit – could help student meet the 30 credit GE requirement
4. Proposal will be coming forward

D. Work Group Updates

1. Curriculum Management
 - a) SUU 2220 and ENGL 2210
 - i. Recommend to the full committee for review
 - ii. SUU 2220 – Life Science and Fine Arts combination – Will be voted on at the next GE Committee Meeting.
 01. Curriculum Workgroup will meet to review before to have a recommendation.
 - iii. ENGL 2210 – Folklore class

01. Requesting humanities credit, offered every other year.
Broad survey of world folklore traditions.
 - iv. Curriculum Management didn't see any catalog changes.
 - b) Beginning Humanities GE review cycle
 - c) SUU 2250 – Approved with strong recommendation to update syllabus regarding academic integrity language.
 2. Continual Improvement
 - a) Video Update
 - i. Should have options for creating video soon.
 - ii. Need to be intentional to include diverse perspectives and voices.
- IV. Adjourn
 - A. 5:10 pm

Present: John Allred, Joe Baker, John Belk, Rachel Bolus, Clint Broadbent, Patrick Clarke, Anne Diekema, Jordan Henson, Randy Johnson, Jon Karpel, Katya Konkle, Johnny MacLean, Krystal McCoy, Julie Pynn, James Sage, Nathan Werner, and Alison Adams

- I. Approval of Minutes
 - A. Motion to approve by John Belk second by Anne Diekema
 - B. Approved

- II. Announcements
 - A. Welcome to Jon Karpel
 1. New representative for the College of Science & Engineering
 - B. AAC&U Conference
 - C. GE Learning Community
 1. Have run most of the learning communities, final session is on February 24th
 2. We've had a few students in attendance who have been willing to talk to the faculty attendees about their perspective
 - D. GE Student Doughnut Time 2020
 1. Talked to students for about two hours.
 2. Trends emerged while talking to students:
 - a) English and INFO 1010 – Students wish they would have known they could have taken them together.
 - b) Students want to be shown why what they're learning is important.
 - c) Most positive experiences came from connections with faculty members while most negative experiences were about that lack of connection.
 - d) Junior and Senior students tended to have positive hindsight about GE, even if they disliked it while they were in the classes
 3. Should we host this event again?
 - a) Yes – Once a semester
 - b) Advertise
 4. Just having a conversation with students gave the most insight.
 5. Could we use this time to help students to see connection between GE and their education?
 - a) Consider involving STEM Faculty
 - E. GE Advisors Lunch – March 4th
 1. Looking for insight from advisors on suggested tracks.
 - F. Global Diversity in GE and Beyond - GE Curriculum Innovation Grant
 1. Encouraged to apply or encourage others to apply
 - G. GE Achievement Disparities: A campus conversation
 1. Krystal and Johnny meet with Language & Philosophy, Education, and Math department chairs. They will attend an education faculty meeting to continue the discussion.
 2. Gathering different perspectives and ideas
 3. Gathering a list of faculty who are interested to then host an open forum for further discussion.
 - H. FIN 2870 Personal Finance – Update

1. Meeting with Dean Pearson and Dean Hall to discuss the possibility of switching the course to Quantitative Literacy this week.

III. Discussion Items

- A. GE Catalog 2020-2021 Revisions
 1. Discussion on the language regarding total credits in catalog.
 2. Motion to approve revisions by John Belk second Anne Diekema
 - a) Approved
- B. GE by 60 credits policy
 1. Current policy states that students should complete their GE core by the time they meet 60 credits. If not, students should not be allowed to register unless they are working toward meeting the requirement. It's not being tracked currently.
 2. As student population grows, this can become more and more difficult.
 3. Enforcing the policy could add time to students and affect the way degree programs are laid out.
 4. English sees 2-3% of juniors and seniors failing ENGL 2020, these students then have to stay around another year to finish the GE requirements.
 5. Core is Quantitative Literacy, American Intuitions, and Written Communication.
 6. Tutoring center can track who students are and how many credits they have based on who is using the center.
 7. Will continue the conversation after getting advisors input.
- C. GE's Role in students' holistic wellbeing
 1. NASPA Conference on Student Mental Health
 2. How can GE curriculum and pedagogy in GE courses help support students mental wellbeing? Ongoing conversation
 - a) QPR training – Faculty in the GE program can be considered the front lines, request QPR training from Jayci Hacker.
 - b) How does it fit in with CAST? CAST can provide professional development.
 - c) Can we consider adding wellbeing to the GE requirements?
 - d) What GE courses actually address health and wellness? Who is already talking about it? Where are students getting exposed?
 - e) Continue to think about it and we will discuss at the March GE Committee meeting.
- D. Work group updates
 1. Curriculum Management
 - a) Reviewing 4 courses for GE designation or changed GE designation
 - i. ENGL 2210 – Seeing Humanities designation. Curriculum Management recommends approval and suggests their ELO's match SUU's ELO's.
 - i. Motioned to approve by Patrick Clarke second John Belk
 - ii. Approved unanimously
 - ii. SUU 2220 – Fine arts and Life Science Designation. Curriculum Management recommends GE designation.

- i. Motioned to approve by Joe Baker second by Krystal McCoy
 - ii. Approved unanimously
 - iii. MATH 1031 – Seeking Quantitative Literacy designation. Statistics course with less math and more conceptual assignments. Curriculum Managements recommends approval and waiting for a course number after the Majors Meeting later this month, course number is not consistent across USHE.
 - i. Motioned to approve by John Belk Second by Julie Pynn
 - ii. Approved unanimously
 - iv. POLS 1100 – Seeking to remove Social and Behavioral Science designation, currently has American Institution and Social and Behavioral Science. Curriculum Management recommends removal of Social and Behavioral Science designation.
 - i. Motioned to approve by Clint Broadbent second by Julie Pynn
 - ii. Approved unanimously
 - 2. Continual Improvement
 - a) Video update – On the list for OTL multimedia team
 - i. Krystal has a list of knowledge areas and potential faculty.
 - b) DFW rates – ongoing discussion
 - c) GE Faculty Fellow
 - i. Looking at previous positions descriptions for faculty fellows across campus.
- IV. Future agenda items
- A. James Sage – Would like to provide an update on the prior learning committee.
- V. Meeting adjourned 5:07 pm

Present: Rachel Bolus, Patrick Clarke, Anne Diekema, Lindsay Fullerton, Jordan Henson, Randy Johnson, Jon Karpel, Krystal McCoy, Johnny MacLean, Julie Pynn, Nathan Werner, and Alison Adams

Guests: Jim Brandt, Frank Hall, Mary Pearson

- I. Approval of Minutes from February 10th, 2020 Meeting
 - A. Motion by Julie Pynn second by Jordan Henson – Approved

- II. Announcements
 - A. TBD about AAC&U conference
 - i. Those attending will need to make decision to attend or not
 - B. CIG grants are still available - Global Diversity in GE and Beyond

- III. Discussion Items
 - A. FIN 2870 Personal Finance: A Discussion
 1. Presentation by Jim Brandt – Department Chair, Mathematics
 - a) Math GE Courses cover general mathematical principles and are applied across disciplines, there is a concern that a Financial Literacy course is not general enough to be applied this way.
 - b) Concern regarding meeting the requirements in the R470
 - c) Why is Quantitative Literacy required? We want students to be able to apply QL skills to their disciplines and throughout the world. A specific context of QL does not allow students to use QL to be an informed citizen.
 2. Presentation by Mary Pearson – Dean, School of Business
 - a) The FIN 2870 course is not currently eligible for QL designation, but the course would be changed to meet the requirements.
 - b) The purpose of the proposal is to meet the QL objectives, not to be a math class.
 - c) Presentation of document detailing how the course would meet the QL requirements.
 - d) Questions:
 - i. How would a student be successful in this course without a basic understanding of basic algebra?
 - a. Assumption is if a student graduates from high school they would have the understanding needed to be successful.
 - ii. Do students taking the course ever struggle with the quantitative component?
 - a. The current course does not include this much quantitative reasoning, so unknown.
 - iii. Does MATH 1030/1041 require pre-requisite?
 - a. Yes, some 900 level math and MATH 1010
 - b. Also, Alex scores, ACT Math
 - iv. Do any other schools offer a course that is not in MATH for QL?

- a. Not really, some schools have two quantitative requirements.
3. Presentation by Jordan Henson – SUUSA Student Rep
 - a) Jordan has engaged students in the conversation to get their perspective. Sent out a survey.
 - b) Overview of survey results
 - c) Being able to take FIN 2870 to fulfill the QL requirement is what students want.
4. GE Committee Discussion
 - a) What percent of students could take FIN 2870 as their QL? Students that don't need higher math for their degrees?
 - i. Higher math required in at least College of Science & Engineering and School of Business, as well as some Psychology students.
 - b) Financial literacy isn't made to be easier, but more engaging.
 - c) If FIN 2870 is an option, students need to know that they might have to take additional math for their major.
 - d) Concern that the focus on QL would be lost in the focus on financial literacy.
5. FIN 2870 discussion tabled
 - a) Will continue discussion in April
- B. Prior Learning – tabled
- C. GE's role in students' holistic wellbeing
 1. Question to consider: how can the GE curriculum contribute to student's holistic wellbeing?
 - a) Psychology is working on multiple fronts – Ex. Drafting syllabi language, CAPS more accessible etc.
- D. GE Advisors Lunch debrief
 1. Advisors appreciate that the GE Committee recognizes the value of the experience of advisors.
 2. Need to continue to work to solidify themes that were discussed.
 3. Improving communication with advisors regarding newly passed GE courses
 - a) Try having Randy update advisors from the minutes.
 4. Finding ways to increase the positivity around GE.
 - a) Workshop with advisors on how to talk about GE.
 - b) Give advisors language
 - c) GE videos will help as well
- E. Workgroup updates
 1. None

Meeting adjourned 5:26 pm

Present: Joe Baker, John Belk, Rachel Bolus, Anne Diekema, Lindsay Fullerton, Jordan Henson, Randy Johnson, Katya Konkle, Johnny MacLean, Krystal McCoy, Julie Pynn, Nelliya Romero, James Sage, Nathan Werner, and Alison Adams

- I. Approval of Minutes from March 9th, 2020 Meeting
 - A. Motioned by Jordan Henson Second by John Belk
 1. Approved

- II. Announcements
 - A. AAC&U Conference: Diversity, Equity, & Student Success: Postponed
 1. Postponing and looking for another opportunity to study diversity, equity, and student success, hopefully in the fall.
 - B. Global Diversity in GE and Beyond: GE Curriculum Innovation Grant(CIG): Online delivery
 1. Four CIG participants. Krystal and Carlos will be running.
 - C. Goodbye and Thanks!
 1. Rachel Bolus – Faculty Senate Representative
 2. Jordan Henson – SUUSA Representative
 3. Welcome to Neilliya Romero – New SUUSA representative, Neilliya is the newly elected Exploratory Studies Senator

- III. Discussion Items
 - A. Quantitative Literacy (QL) Discussion and Conclusion
 1. Had representatives from Math and Business at the meeting last month, now is time to make a recommendation.
 2. Discussion on thoughts regarding the issue
 - a. Will we get pushback from other USHE institutions, as they will have to accept Financial Literacy as QL GE from a transfer student?
 - b. 40% of students leave because of financial reasons, would that percentage go down if more students take financial literacy?
 - c. Will offering financial literacy affect the number of students who take the GE Math courses? Is it possible to compromise under the umbrella of wellness courses?
 - d. How many majors would this affect? And how many majors would then require MATH 1040 as a degree requirement?
 - e. Would some students have to backtrack by changing majors?
 - i) Wouldn't create more backtracking than what's already happening.
 - f. Advisors would need to advise students about how taking something outside of Math affects their future pre-requisite needs.
 - g. What is the problem this is trying to solve?
 - i) Supports non-traditional students
 - ii) Creates a more applicable course of study
 - h. Keeping QL in Math courses gives students access to experts in QL, which has a traditional benefit.
 - i) Just because we ask students to do math, doesn't mean the teacher is trained in pedagogy of quantitative literacy.

- i. The decision should be made based on the learning outcomes of the core area, not the usefulness of the course.
 - i) If the learning outcomes aren't met we are doing our students a disservice
 - j. How many people are not able to complete their degree program because they get hung up on QL?
 3. Motion to ask the School of Business to submit a formal proposal for FIN 2870 as a GE course satisfying the Quantitative Literacy component
 - a. Motioned by Joe Baker, Second by Krystal McCoy
 - b. No continued discussion
 - c. Motion carries unanimously
- B. GE's role in students' holistic wellbeing
 1. Faculty Senate voted Thursday on a resolution on how faculty might help address the mental health crisis in our current student's generation.
 - a. One of the items has to do with the GE Program and the GE Committee
 - b. Proposed that SUU offers a repeatable well-being/happiness course as a general education requirement for all students.
 - c. Discussion on this proposal:
 - i) Benefit to students might come more from one-on-one support from professors, instead of a full course.
 - ii) How would this fit into the current GE program?
 - a) Depends on what the class would ultimately look like. It could fit into a current KA or creating a new one.
 - iii) Seems like the kind of thing that would happen in a first year experience course.
 - iv) Requiring anything extra in GE might results in negative pushback.
 - v) Happiness course at Yale is the most popular course they have. Focuses on techniques and skills that every person can use.
 - vi) Could the content be added into already existing GE courses?
 - vii) Currently we have a 28 credit minimum GE courses – GE Requirement is 30 credits. Could be good as an optional course to help students complete the 30 credit requirement.
 - viii) One credit courses are also helpful to students to fill in their schedules.
 2. Will continue to discuss in the Fall
- C. Work group updates
 1. Curriculum Management – Nathan Werner
 - a. Humanities GE review cycle
 - i) Still trying to get information from department chairs, current situation has slowed everything down. Missing about four or five courses.
 2. Continual Improvement – Anne Diekema
 - a. Work postponed

- IV. Future Agenda Items
 - A. If we receive a proposal for FIN 2870 would like to bring the Math Department back to vet the meeting of learning outcomes and requirements.

- V. Meeting Adjourned 5:15 pm